

September 30, 1993

Ms. Tracie L. Thomas
AALS 1201 Connecticut Avenue, N.W.
Suite 800
Washington, DC 20036-2065

Dear Tracie:

Enclosed for copying and mailing is the October issue of the *Newsletter* of the Section on Clinical Legal Education. Please have this issue mailed to all persons who have been members of the Section in the past three years. I believe that this list contains approximately 600 names.

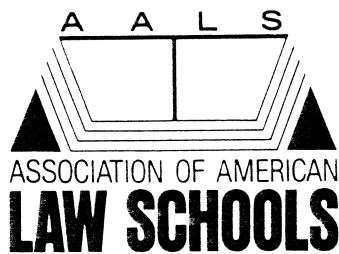
If you have any questions, please feel free to contact me.

Sincerely,

J. P. Ogilvy
Associate Professor of Law

encl.

c: Prof. Karen Tokarz, Chair, Section on Clinical Legal Education



SECTION ON

CLINICAL LEGAL EDUCATION

NEWSLETTER

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This NEWSLETTER is a forum for the exchange of points of view. Opinions expressed here are not necessarily those of the Section on Clinical Legal Education and do not necessarily represent the position of the Association of American Law Schools.

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MESSAGE FROM THE CHAIR

by

Karen Tokarz (Washington University - St. Louis)

Over ten years ago, Elliott Milstein wrote in this column that the issue of faculty status had dominated his work as Section Chair. Then, it was hoped that the soon-to-be-adopted A.B.A. Accreditation Standard 405(e) would result in increased fairness toward clinical faculty and improvement in the status of clinicians. Such has not proved the case. Roy Stuckey's 1991 report for the Consultant on Legal Education of the A.B.A. and the A.B.A. MacCrate Report both suggest that a third or more of clinical faculty still are not on tenure track or something reasonably similar. Rather, they are on what some have come to call the "tenuous track", lacking status, job security, salary equity, and full membership in the academy. (In addition, the percentage of clinicians in tenure track positions has actually fallen from 58% to 52% since the adoption of 405(e).) The time is ripe for us to confront again these difficult issues. Should we strive for a stronger version of Standard 405(e), as Bob Dinerstein suggested last year, or pursue other approaches to our political equality? It is time for clinicians, especially those of us who have achieved job security, to develop a new strategy to deal with these fundamental problems. If you have ideas or suggestions on these issues, please give me a call. I intend to encourage one of our committees to create a task force to address these issues.

1994 Annual Meeting

Once again, the Clinical Section will offer a day-long program on the first day of the 1994 A.A.L.S. annual meeting -- Thursday, January 6. The morning program will include a plenary session on "Legal Education and the Search for Social Justice," followed by focus groups for the remainder of the morning. (The morning schedule was

designed to coincide with that of the mini-workshop on "Tokenism and Power" to allow attendance at both.) The afternoon program will be a plenary on "Using Popular Culture to Raise Questions about Professional Values." The entire program, including speakers, is listed elsewhere in the newsletter. Thanks go to Abbe Smith (Harvard) and Steve Wizner (Yale) and the members of the planning committee: Leslie Espinoza (Boston College), Isabelle Gunning (Southwestern), and Catherine Klein (Catholic). The planning process is almost complete, but you can call Abbe with additional ideas or suggestions.

1994 Clinical Conference

Mark your calendar for the upcoming, five-day A.A.L.S. Conference on Clinical Legal Education (which I think will be the 18th annual such meeting), to be held June 4-8, 1994 at the Newport Beach & Tennis Club. The agenda for the 1994 conference looks terrific. Many thanks go to Jane Aiken (South Carolina) and the planning committee: David Binder (UCLA), Isabelle Gunning (Southwestern), Ed Ohlbaum (Temple), and Jane Spinak (Columbia). Call Jane Aiken with your suggestions or ideas. The Newport Beach, California location was the result of much lobbying and leg work by the Section. Jane La Barbera of the A.A.L.S. staff responded to our concerns about last year's workshop site in McLean, Virginia and worked with us to find a location that was accessible via a major airport, environmentally conducive to an indoor/outdoor working conference, and at least nearby a culturally diverse community. The A.A.L.S. has agreed to work with the Section on sites for future five-day conferences. It is likely that the two-day clinical workshops, held in alternating years, will continue

to be held in the Washington, D.C. area. As you may know, the Clinical Section is the only section that requests and sustains an annual A.A.L.S. workshop or conference. Over 275 clinicians attended the 1992 Albuquerque Conference and a similar number attended the 1993 McLean Workshop -- both were attendance records for the A.A.L.S. In large part because of our huge attendance, the Section has been able to argue successfully with the A.A.L.S. that the Section should play a significant role in the planning for these annual conferences and workshops (which is not the norm for other A.A.L.S. conferences and workshops). There still is more work to be done to resolve our role vis-a-vis the A.A.L.S. in these events.

Regional and Specialty Clinical Conferences

One of my goals for the Section is to increase specialty and regional clinical conferences as additional or alternative ways for us to share resources and opportunities. None of us would deny that the annual meetings and annual conferences/workshops occupy a special place within the clinical world, providing both intellectual stimulation and emotional support. However, large numbers of clinicians are unable to attend these gatherings for financial, family, and other reasons. For these reasons, plus the high turnover in clinical faculty, there is a great need for regional and specialty conferences. If you are interested in hosting a one- or two-day conference in your area, please give me a call. The Section can assist you with some of the costs. The Section sponsored the first clinic directors conference in McLean, Virginia in May and contributed to the costs. The program was developed by Peter Joy (Case Western), Sue Bryant (C.U.N.Y.), and Alan Kirtley (Washington) and was very well received by the 50 clinic directors in attendance. Similar meetings of clinic directors will occur at future annual conferences and workshops. The Midwest Regional Clinical Conference, which has been meeting since around 1980, was hosted in October of 1992 by

the University of Iowa under Bobbie Schwartz' direction. Approximately 100 clinicians attended. This fall's conference, which hopes to draw 150, will be in Chicago hosted by Chicago-Kent. Gary Laser is coordinating the conference. Everybody is welcome -- even if you are not from the mid-West.

The Society of American Law Teachers (S.A.L.T.) will be holding another teaching conference on "Re-imagining Traditional Law School Courses: Workshops Integrating Class, Disability, Gender, Race and Sexual Orientation into our Teaching and Course Materials" at Santa Clara Law School on Oct. 29-30 (see p. 8-ed.). The Clinical Legal Education Association (C.L.E.A.) is sponsoring its second conference in Albany, NY on Nov. 12 - 14 on the topic of "Supervision Skills" (see p. 10-ed.).

Clinical Law Journal

The first edition of the new clinical law journal will be published during the spring 1994 semester. The A.A.L.S. recently agreed to join C.L.E.A. and New York University Law School as co-sponsors of the upcoming clinical law journal. The A.A.L.S. Executive Committee approved in principle the Section's request that up to \$2,000 of Clinical Section dues be appropriated annually for the Journal. In the future, the President of the A.A.L.S. will appoint a person to the joint Clinical Section/C.L.E.A. nominating committee which, in turn, will consider nominees for the two non-NYU editor-in-chief positions. The development of a peer-edited law journal that will focus on clinical education is a major accomplishment by clinical educators. It will inevitably enhance the evolution of our movement. Much credit goes to Nina Tarr (Washburn) and the others on the original planning board, whose tireless efforts brought this bold initiative to reality. Best wishes go to the first Editors-in-Chief, Steve Ellmann (New York), Isabelle Gunning (Southwestern), and Randy Hertz (N.Y.U.), and the ten-member Board of Editors. Questions and comments can be submitted to Randy.

Section Committee on Clinic Financial Resources

Several members of the Section's Committee on Clinic Financial Resources were instrumental in raising the level of Congressional appropriations for Title IX clinical grants under the Higher Education Act from \$8 million to \$10 million for 1993-94. Thanks go to committee co-chair Dan Power (Iowa) who worked closely with Rep. Neal Smith (D.Ia), the chairman of the House Appropriations Commerce Justice Subcommittee. Dan and others on the committee are lobbying for an increase from \$10 to \$15 million for 1994-95. Members of the Section's committee also played a key role in blocking the proposed \$1.2 million reduction in Legal Services Corporation funding for clinical programs. Thanks to go committee co-chair Angela McCaffrey (Hamline) for her coordinating effort. In both instances, Carl Monk, Alice Bullock, and the A.A.L.S. Executive Committee were very helpful. Persons interested in working on this Section committee should contact Dan or Angela.

Nominations Open for Section Officers & Annual Award

The Awards committee is accepting nominations for the Annual Clinical Section Award for outstanding contributions to clinical legal education. This award will be presented at the Section luncheon at the A.A.L.S. annual meeting in Orlando. Send your nominations to Minna Kotkin, Brooklyn Law School, 250 Joralemon St., Brooklyn, NY 11201, by October 15. Nominations may be faxed to Minna at 718-797-1403.

The Nominations Committee is accepting nominations for Section officers. Send your nominations to Bob Dinerstein (American); FAX: 202.885.1598.

1994 A.A.L.S. Committees

As reported on the most recent A.A.L.S. newsletter, nominations for A.A.L.S. committees are now open. A number of committees that affect clinicians do not have clinician members. If you are interested in being nominated

for any A.A.L.S. committee, please contact Karen Tokarz. You can also send nominations directly to Carl Monk, Executive Director, A.A.L.S.

Committee Reports

Committee on Clinical Scholarship by Tony Alfieri (Miami), co-chair

The Committee on Clinical Scholarship announces a call for papers to be presented during the Clinical Legal Education Section Program of the 1994 AALS Annual Meeting. The papers will be offered in a concurrent session on January 6, 1994. The session will adopt a workshop format enabling one or two presenters to outline and discuss their papers with commentators and participants. The Committee invites the submission of works in progress, including an abstract, addressing the theme of "Legal Education and Social Responsibility," i.e., how do we teach students to use the law to create and sustain a more just society? The papers will be reviewed and selected by a panel of readers. Abstracts and drafts of papers will be circulated in advance. Persons interested in submitting a paper, serving as a commentator, or participating in other projects, should contact or send papers directly to Marie Ashe (Suffolk University: 617-573-8000) and Tony Alfieri (University of Miami: 305-284-2735).

Committee on the In-House Clinic

Peter Joy (Case Western), co-chair

The "Report of the Committee on the Future of the In-House Clinic," was published in 42 *Journal of Legal Education* 508 (1992). This issue (Volume 42, No. 4) was distributed to all full time law faculty teaching at AALS member schools. The AALS Section on Clinical Legal Education is ordering reprints that will be made available to Section members who have not received a copy of the *Journal of Legal Education* containing the report. Information on reprints will appear in the next issue of the *Newsletter*.

The "Directory of Clinical Programs 1993 Edition," will be sent to all Clinical Section members within the next few weeks. It contains information on 380 internal and external clinics from 95 law schools. When you receive your copy of the directory, please review it and send in additions and corrections as soon as possible. A new version of the directory will be prepared prior to the AALS Annual Meeting in January 1994. Additions and corrections should be mailed or faxed using the form on the last page of the directory.

Financial Resources and Funding Committee by Dan Power (Drake), co-chair

FEDERAL FUNDING OF THE TITLE IX LAW SCHOOL CLINICAL EXPERIENCE PROGRAM

By means of this short article, I want to inform all of you about recent events and developments in the Title IX LSCE Program that will affect us all in the near future.

First, concerning the LSCE grant awards for the school year 1993-1994, there were 104 grant applications submitted; this is the largest number ever in the history of the Title IX Program. The total amount of funds sought in all of the applications exceeded \$18,164,000. The number of grants awarded was 54. Eighteen law schools who previously had received Title IX grants were not awarded grants this time around.

I met with Congressman Neal Smith just prior to the McLean Clinical Conference to discuss these and other developments in the LSCE Program. Due to the fact that the total funds requested substantially exceeded the \$9,900,000 appropriated by Congress last year for the program, he led efforts in the House Appropriations Committee to increase the appropriations for Fiscal Year 1994 to a level of \$14,900,000 -- a \$5,000,000 increase.

In the next few weeks I will be working with Sen. Tom Harkin and his staff on the Senate Appropriations Subcommittee on Education in an attempt

to secure Senate concurrence with the increase which the House Appropriations Committee has approved. As we did last year with the re-authorization legislation of the Higher Education Act and the changes we effected in the LSCE Program, I will be contacting those of you from the key senatorial districts so that we can effectively ensure Senate concurrence with the House.

In addition, those of you who received grants under the Legal Services Corporation Clinical Program might want to write a short note of thanks to Cong. Smith; when I told him about the \$18 million request for Title IX funds, he provided the leadership in the House which did not approve the request of the LSC board to take \$1.2 million away and use it elsewhere. I would appreciate your sending me a copy of your letter to him so that I can coordinate these letters with other related fund-raising efforts. For those of you who do send Cong. Smith a letter, I want to express my appreciation in advance--it helps.

Last, wonderful and exciting though the news was about the possible \$5 million appropriations increase, I had something happen, virtually at the same time, that still has me stunned. Whoever the other 17 of you are who did not get your grant applications funded, please join with me in a new subcommittee of our Financial Resources and Funding Committee of our Section on Clinical Education--I'm searching for an appropriate and humorous title. Any suggestions?

Public Interest Committee

The Public Interest Committee is reviving its "Clinical Case Notes" column for the Section's newsletter. Please send us news of any developments in your clinic's casework that you think would be useful to your fellow clinical practitioners and their students in their public interest representation. Items of interest could include successful litigation or negotiation strategies in particular kinds of cases (or tips on things to avoid); and reports on efforts in different forms of advocacy, community or-

ganizing, or systemic advocacy. We'll collate your reports and pass them on to the *Newsletter*.

Also, the Committee is interested in borrowing an idea from our friends in legal services: the organization of substantive law networks. It's second nature to most of us to phone our local contacts in the public interest/poverty law practice communities when we need advice on what to do in a housing or consumer case. But how often do we call up our friends in clinical teaching to ask the same questions? Cross regional perspectives on substantive law practice can be very useful, especially when they come from the clinical teacher's point of view. If you're interested in serving as point person for a particular area of law, or in adding your name to a network, give us a call. By the next *Newsletter*, we hope to give you a list (always expandable, of course) of areas and contact people. For information on either of these projects, call Hank Rose, Loyola (Chicago), at (312) 266-0573, or Susan Bennett, American University, (202) 885-1510.

Final note: at the last few meetings of the Committee held at various AALS conferences, attendees have expressed interest in exploring the consequences to clinics of the institution of mandatory pro bono in law schools, and in circulating syllabuses/materials among the many of us who teach substantive poverty law courses. If you have items to offer in either of these categories, mail them to (or call) Hank or Susan.

AND, for a first entry into this year's Clinical Casenotes Column: Students at the Public Interest Law Clinic at American University ended their 1992-3 year of representation of public housing tenants in the District of Columbia with two advocacy projects. The first consisted of presentation of testimony before the Housing Oversight Committee of the D.C. Council, concerning failings in the District's administration of the public housing lease and grievance procedure. Two students combined legal analysis and narratives drawn from all the students' and clients' experiences into a written submission and oral testimony. As a result of the clinic's comments, the head of the District's

office of fair hearings for public housing called a meeting of tenants' advocates to elicit further views on training of public housing administrative staff in the grievance procedure. Also, the tenants' advocates have continued to meet throughout the summer to plan negotiation and litigation strategies for addressing the problems which we identified. The second project, undertaken at the request of our clients, was the drafting of a public housing tenants' self help manual on the grievance process. For a copy of the testimony or the manual, call Susan Bennett at (202) 885-1510. Also, if you've designed self-help manuals of your own, we'd love to see them.

LOSING BATTLES, WINNING WARS

The Scotts called the Loyola law clinic from a phone booth. The sheriffs had evicted them from their apartment and the Scotts did not know why. The Scotts needed help.

After talking to the Scotts, the clinic staff investigated why the Scotts had been evicted without any notice. What occurred after the Scotts called the clinic is a bittersweet story of the vindication of federal constitutional rights.

The clinic staff learned in their investigation that the Scotts had been tenants in a building on the south side of Chicago. The Scotts had a lease and were paying their rent each month. Unbeknownst to the Scotts, their landlord had defaulted on his mortgage and his lenders had sued him for foreclosure.

The lenders won their foreclosure suit against the landlord and obtained title to the apartment building where the Scotts lived. The lenders decided that they wanted to remove the tenants who were living in the building. The lenders obtained a court order instructing the Sheriff of Cook County to evict all occupants of the apartment building. Unfortunately, none of the tenants were given notice that they were to be evicted.

On a cold and damp November morning, the sheriffs went to the Scotts' home and ordered them to immediately vacate their apartment. The Scotts told the sheriffs that they knew nothing

about the eviction, and they presented a copy of their lease to the sheriffs. The sheriffs replied that this information made no difference to them because they had a court order to evict all occupants of the building. The sheriffs proceeded to remove all of the Scotts' belongings from their apartment and barred the door so the Scotts could not reenter. All of the Scotts' property was placed near the street.

The Scotts were shocked. They immediately began to make arrangements to store their property and to find out why they had been evicted. While they were making these efforts, some of their property was stolen or destroyed. They were able to move their remaining property to the building of a relative who allowed them to move in with him.

The clinic staff filed a civil rights suit in federal court against both the lenders and the county sheriffs (in their official capacities) contending that the eviction of the Scotts violated their rights to due process of law under the Fourteenth Amendment of the United States Constitution. All defendants filed motions to dismiss for failure to state a cause of action. The district judge assigned to the case denied the lenders' motion finding that the Scotts had a due process right to notice prior to the eviction. However, she dismissed the county sheriffs from the suit on the grounds that they were acting as state officials who were protected by the Eleventh Amendment from suit in federal court. *Scott v. O'Grady*, 760 F. Supp. 1288 (N.D.Ill. 1991). The lenders immediately settled with the Scotts.

The Scotts decided to appeal the district court's dismissal of the sheriffs to the Seventh Circuit Court of Appeals in Chicago. The clinic staff argued in their appeal that, based on both Illinois law and applicable federal precedent, the sheriffs were county officials and not state officials under the Eleventh Amendment. Unfortunately, a Seventh Circuit panel found otherwise and held that the county sheriffs were entitled to the same Eleventh Amendment protection as state officials when they executed the court order. *Scott v. O'Grady*, 975 F.2d 366 (7th Cir. 1992).

The Scotts and their attorneys were

dismayed by the Seventh Circuit's decision. It set a dangerous precedent that might preclude civil rights liability against many local officials who act pursuant to state court order. The clinic attorneys also believed that the Seventh Circuit's decision was inconsistent with several decisions of the United States Supreme Court. They sought certiorari in the Supreme Court, but it was denied.

As a result of Scott and other litigation brought by the Legal Assistance Foundation of Chicago, the Illinois mortgage foreclosure statute was recently amended to provide tenants with notification if their tenancies are threatened by a mortgage foreclosure suit. This change in the law means that Illinois tenants who live in properties facing foreclosure should never again be evicted without notice.

The representation of the Scotts has been a mixed experience for clinic staff. On one hand, the Scotts have received compensation from the lenders for the injuries they suffered. Also, the laws of the State of Illinois have been changed to prevent similar injuries to tenants in the future. However, clinic staff remain frustrated that the sheriff has been absolved of liability on dubious grounds. The decision of the Seventh Circuit effectively means that official capacity suits against county sheriffs alleging the unconstitutional evictions of tenants pursuant to court orders cannot be vindicated in either federal or state courts. The clinic staff hope that the United States Supreme Court reverses this dangerous precedent in a future case.

The Loyola law clinic attorneys who represented the Scotts are Lewis Check and Henry Rose (312 655-7770).

[This article is sponsored by the committee on Clinical Teaching in the Public Interest. The committee solicits similar articles from clinicians concerning their public interest activities. Please contact either committee co-chair, Susan Bennett (American: 202 885-1510) or Henry Rose (Loyola Chicago: 312 655-7770).

AMONG OURSELVES

Rick North (Maryland) has received a \$20,000 grant from the American Foundation for AIDS Research for a research project titled "Partner Notification, Violence and Women with AIDS."

Elizabeth M. Schneider (Brooklyn) was a discussant on a panel: Teaching Civil Procedure While You Watch It Disintegrate" during the recent symposium: Reinventing Civil Litigation: Evaluating Proposals for Change, sponsored by Brooklyn Law School, May 7-8, 1993.

Ellen Scully (Catholic) was one of the lawyers featured in a recent article in *DC Lawyer* (May/June 1993) that looked at public interest practice in the District of Columbia.

Jeff Hartje (Denver) was quoted in *The National Law Journal* (May 24, 1993) in an article noting public interest work by law students. Jeff originated the Chancellor Scholar Program at the University of Denver College of Law. The Program is designed to permit 10 to 15 students each year to go through a public interest law curriculum, do outside public interest work, and make a moral commitment to practice public interest law, in exchange for a full tuition waiver, worth about \$15,000 per year. The law school is setting aside \$200,000 in 1993 to fund the program. By 1995, it is expected that about 40 students will be in the program and the cost will be about \$600,000.

Thomas F. Geraghty (Northwestern) was mentioned in an article in *The Chronicle of Higher Education* (July 14, 1993), which featured Bernadine Dohrn (Northwestern), head of Northwestern's legal clinic--the Children and Family Justice Center.

Lucy Williams (Northeastern) was recently honored by the Boston chapter of the National Lawyer's Guild for her

work in the public interest.

James Klein (Toledo) has been named interim dean at the University of Toledo Law School.

Stephen Ellmann (NY Law School) has been named to the planning committee for the AALS Workshop on Professional Responsibility, scheduled October 14-16, 1993, in Washington, D.C. The title of the Workshop is "From Kaye, Scholer to Legal Services Offices: Adversarial Zealousness, Client Control and Social Obligation."

Among the clinicians chairing AALS Sections, other than the Clinical Section are: **Minna J. Kotkin** (Brooklyn), Litigation; **Gary Singen** (Harvard), Poverty Law; **Roy D. Simon, Jr.** (Hofstra), Professional Responsibility; **Richard L. Roe** (Georgetown), Teaching Law Outside of Law Schools; and **John S. Elson** (Northwestern), Teaching Methods.

Gerald P. Lopez (UCLA) presented the 1993 Charles Miller Lecture in Professional Responsibility on March 12, 1993, at Tennessee.

Jane C. Murphy (Baltimore) was granted tenure and received the University of Baltimore's 1993 Spirit of Excellence Award for faculty.

Anthony Amsterdam (NYU) was featured in the *NYU Law School Magazine* (1993) in an article describing the Colloquium on Lawyering Theory, which he helped to found.

David Chavkin has moved from Maryland to Georgetown where he will run the Family Poverty Clinic, formerly headed by **Peter Edelman**, who has been named to a position in the Clinton Administration.

Also making the transition from clinical teaching to government is **Harriet Rabb** (Columbia) who has been confirmed as general counsel of HHS and **Mike Wald** (Stanford) who is now Deputy General Counsel at HHS.

Connie Mayer (Albany) became the first clinician in the school's history to be granted tenure this past spring.

Peter Hoffman (Nebraska) is taking a leave of absence from the University of Nebraska in January, 1994, to assume the position of Associate Justice of the Supreme Court of the Republic of Palau. Palau is in Micronesia about 500 miles east of the Philippines and just north of the equator. It is the last United Nations Trust Territory in existence and is administered by the United States.

OF INTEREST TO CLINICIANS

Northeastern adopts public interest requirement for 1994

Northeastern Law School adopted a 30-hour public interest requirement applicable to the class entering in 1994. Students will be able to fulfill this requirement either by completion of a public interest clinical course, a public interest co-op, or a public interest independent study project. Public interest is defined as "employment or service with a government agency; a legal aid, legal services, public defender, victim advocate or similar agency; an organization or attorney advocating law reform or performing pro bono legal representation; or any placement the dominant characteristic of which is service to underrepresented groups." □

Northeastern creates mandatory first-year course:

Law, Culture & Difference

Members of the clinical faculty at Northeastern, especially Brook Baker and Jim Rowan, have been very actively involved in the new mandatory first year course "Law, Culture & Difference." This course seeks to address the social, political, and cultural dimensions of law. It takes legal issues from other courses in the first-year curriculum and provides space for treatments more contextual, more inter-disciplinary and more theoretical than the curricular constraints of other courses permit. □

Case Western Receives Large Grant

Case Western Reserve University School of Law recently received a private gift to establish the Milton A. Kramer Law Clinic. Mrs. Charlotte Kramer and the Rosenthal Foundation have donated \$750,000 to enhance the clinical education program already in existence. □

Illinois published its inaugural issue of the Elder Law Journal in May. □

NITA Teacher Training Program

The National Institute for Trial Advocacy is again presenting its "Expanded Advocacy Teacher Training Program" November 4-7, 1993, at the University of California, Berkeley. This program is designed specifically for lawyers and law professors interested in learning and applying the NITA teaching method. Experienced faculty will share their expertise in utilizing the NITA learning by doing methodology. This expanded teacher training program features:

- Effective Critiquing Skills
- Problem Diagnosis
- Active Listening and Probing
- Presentation Skills
- Working in Large Groups, Small Groups, and One-On-One
- Adult Learning Theory

For more information contact: NITA's Admission Office at 1-800-225-6482 or FAX at 219-282-1263. □

New LSC Grants Announced

The Legal Services Corporation recently announced (58 Fed. Reg. 34593, 6/28/93) its intention to award grants to seventeen law school clinical programs to assist LSC-eligible clients with their civil legal cases. A total of \$1,253,000 will be awarded to the following schools:

- California-Berkeley - \$50,000
- Colorado - \$50,000
- Denver - \$100,000
- D.C. Law Students in Court (Consortium)-\$100,000
- DC School of Law - \$87,500
- Nova - \$68,875
- Georgia State - \$68,000
- Indiana - Bloomington -\$100,000
- Indiana-Indianapolis - \$100,000

- Chicago - \$75,898
- Loyola (La) - \$58,150
- CUNY - \$44,000
- SUNY-Buffalo - \$45,850
- Cleveland State - \$98,150
- Lewis & Clark - \$89,745
- Texas Southern - \$80,000
- Brigham Young - \$38,832 □

1993 Salt Teaching Conference

On October 29-30, 1993, SALT will host a teaching conference: "Re-imagining Traditional Law School Courses: Workshops Integrating Class, Disability, Gender, Race and Sexual Preference Into Our Teaching and Course Materials." This two-day Conference will provide an opportunity for experienced and new teachers of nine subjects to work together in small groups. The Conference is a West Coast Version of the highly successful SALT Teaching Conference that was held at NYU in May. If you would like to help in planning or would like more information, contact Professor Eric Wright, Santa Clara University School of Law, Santa Clara, California; (408)554-4353. □

IDEAS SOUGHT

Some clinicians and other folk at Albany Law School are interested in developing a proposal for an Environmental Justice Clinic. They are interested in the issues of environmental racism and classism and would like to speak with anyone who currently runs such a clinic or who has worked with students engaged in environmental litigation or community efforts along similar lines. Anyone who has any ideas for them (especially regarding funding) is requested to contact: Professors Mary Lynch, Nancy Maurer or Dave Markell at Albany Law School, (518) 445-2311, 80 New Scotland Avenue, Albany, NY 12208. □

ABA Skills Training Committee Set for 1993-94

Richard Boswell, Hastings, will chair the ABA Skills Training Committee and Associate Dean Tom Haney, Loyola-Chicago, will be its vice-chair during 1993-94. Other members of the committee are Marty Burke, Montana;

Bob Dinerstein, American; John Elson, Northwestern; Kathy Grove, Esq.; Fred Hart, New Mexico; Randy Hertz, N.Y.U.; Peter Hoffman, Nebraska; Honorable Edward Panelli; Roy Stuckey, South Carolina; Karen Tokarz, Washington-St. Louis; and Dean Wallace Loh, Washington. □

NCBE Evaluating Performance Test On Bar Examinations

The National Conference of Bar Examiners is evaluating a performance test for use by bar examiners similar to the format which has been used on the California bar exam for a number of years. The test was administered this Summer to bar applicants in six states: in California, Alaska and Colorado to all applicants; and in New Mexico, Virginia and Georgia to 80% of applicants who volunteered to take it on the basis that the results could help them but not hurt them. The results will be analyzed for reliability and validity by the NCBE and a report is expected in November. □

MacCrate Report Update by Roy Stuckey (South Carolina)

During its annual meeting in August, the ABA House of Delegates amended accreditation standard 301(a) by adding the underlined language to read: "A law school shall maintain an educational program that is designed to qualify its graduates for admission to the bar and to prepare them to participate effectively in the profession." This is one of the recommendations in the MacCrate Report and the action of the ABA was initiated by the Illinois State Bar. The ABA Section of Legal Education and Admissions to the Bar and the AALS supported adoption of the change on the basis that it reflects current practice, although they would have preferred to delay consideration until all of the MacCrate proposals had been more fully studied.

The Council of the ABA Section of Legal Education and Admissions to the Bar has asked its committees to consider various aspects of the MacCrate recommendations, and it is seeking input from law school deans and others. The Council expects to begin consider-

ing what action it should take at its meeting in December.

West Publishing Company has published a student edition of the MacCrate Report which it will provide to law schools for free to distribute to incoming students. All deans have been sent forms on which to request copies for their schools.

West is also underwriting the expenses of a conference on the MacCrate Report to be held in Minneapolis in late September. This conference of the ABA Section of Legal Education and Admissions to the Bar is invitational and will bring together judges, practitioners, and educators to discuss the issues raised in the Report.

The bar of North Carolina is planning to hold its own conference this fall to discuss the MacCrate Report.

Bob MacCrate reports continuing progress toward creating the National Institute for the Practice of Law, as recommended in the Report, although there remain numerous issues to be considered. □

Proposed Rule for Admission to Practice of Clinical Teachers by Roy Stuckey

The ABA Section of Legal Education and Admissions to the Bar has completed its work on a Proposed Rule for Admission to Practice of Clinical Law Teachers. The text is set forth below.

Some people have expressed confusion about the Council's action with respect to this document. The confusion was created by the cover memo which accompanied the document when it was distributed to law school deans and others by James P. White, Consultant on Legal Education to the ABA. In the memo, Dean White explained that the Council "declined to approve the recommendation and determined not to take any action on this recommendation, except to circulate the report of the Standards Review Committee ... as an informational document and for such action as each law school deems appropriate." The next sentence is the source of the confusion. It says: "The position of the Council reflects the tenor of the views expressed by constituencies in

opposition to approval of the proposed rule."

The only "constituencies in opposition" to the rule were two Council members and a handful of state admitting authorities who did not believe it was a good idea (including Louisiana, Connecticut, and California). The Council's failure to endorse the rule reflects the Council's long-standing policy to avoid the appearance that it is trying to tell anyone what to do (except as appropriately related to law school accreditation matters). In general, there was strong support for the proposed rule within the legal education community.

The Supreme Court of South Carolina recently adopted a slightly modified version of the proposed rule. Some of the other states which have rules of this nature include: Hawaii, Arizona, Tennessee, New Mexico, Oregon, Oklahoma, Maryland, South Dakota, Washington, and Alabama. If you believe adoption of this rule would strengthen your clinical program, take it up with the appropriate authorities in your jurisdiction.

RULE LIMITED LAW PRACTICE BY FULL-TIME LAW TEACHERS IN APPROVED LAW SCHOOL EDUCATION PROGRAM

(a) This rule is adopted to permit participation in the professional education of law students by full-time law teachers who have not been admitted to practice in this state, to make legal services more available to those who are unable to afford private counsel, and to educate law students in providing these services.

(b) A full-time law teacher who is not a member of the bar of this State may obtain a limited license to appear before any court or administrative agency in this State and provide other legal services in connection with a law schools educational program if the teacher,

(1) is employed as a law teacher by an American Bar Association approved law school within the State;

(2) appears in courts and before administrative agencies, and provides other legal services only in connection with the law schools professional edu-

cation program, including as supervisor or teacher in the clinical law program;

(3) receives compensation or other remuneration for these services only from the law school;

(4) is a member in good standing of the bar of another state, or the District of Columbia; and

(5) has not been denied admission to a bar or been disciplined for professional misconduct within the last five years.

(c) An individual seeking admission under this rule shall pay an application fee of \$[50]-

(d) An individual admitted under this rule shall pay annual dues in the same amount as individuals otherwise admitted, and is subject to the same regulations applicable to individuals otherwise admitted.

(e) The limited license granted under this rule terminates when the individual's employment with the law school terminates. □

New Clinical Law Review Is Up and Running

The new Clinical Law Review is now in operation and will be publishing its first issue in the Spring of 1994. Jointly sponsored by the AALS, the Clinical Legal Education Association (CLEA), and New York University School of Law, the Review will provide a forum for articles reflecting the diverse viewpoints and perspectives of the clinical community on subjects such as lawyering theory, clinical legal education, and legal practice.

The Review will have three editors-in-chief, who will serve for staggered terms. The first editors-in-chief are Steve Ellmann of New York Law School; Isabelle Gunning of Southwestern University Law School; and Randy Hertz of N.Y.U. Law School. The Board of Editors consists of Tony Alfieri, Beverly Balos, Richard Boswell, Bob Dinerstein, Martin Guggenheim, Deborah Maranville, Paul Reingold, Jim Stark, Nina Tarr, and Leah Wortham.

The Review's first issue will contain a Symposium on the current state of clinical scholarship and the directions it might take in the future. The con-

tributors to the Symposium will include Tony Amsterdam, Gary Bellow, Nancy Cook, Phyllis Goldfarb, Peter Toll Hoffman, Michelle Jacobs, Gary Palm, Margaret Russell, Ann Shalleck, and Lucie White. The Symposium issue will appear in March, 1994.

The Symposium promises to be an exciting and stimulating discussion of the potential of clinical scholarship. It will provide an important conceptual foundation for a journal devoted to a broad vision of clinical pedagogy and scholarship.

The Review is presently accepting submissions of articles for its second issue, which will be published in the fall of 1994. Clinical legal educators and practicing lawyers are encouraged to submit articles on any subject relating to clinical legal education, lawyering theory, or legal practice. Submissions should be sent to Randy Hertz, N.Y.U. Law School, 249 Sullivan Street, New York, N.Y. 10012. The Editors-in-Chief, together with the Board of Editors and designated Readers, will review articles for potential publication and will, upon request, provide authors with comments and assistance.

If you would like additional information about the Review, you can contact any of the three Editors-in-Chief or members of the Board of Editors. □

Rita's Case Video Produced

Jack Sammons (Mercer) has directed a video dramatization of Rita's Case, a case study written by Leila Kern for the Harvard Program on the Legal Profession. Rita's Case has long been used by legal services programs for lawyer training and has been informally circulated among law school clinicians and teachers of legal ethics for many years. Most recently, it appears as an introduction to the basic ethical issues of our profession in Heymann & Liebman, The Social Responsibility of Lawyers, and in Rhode & Luban, Legal Ethics.

In addition to the dramatization of two counseling sessions and interviews with the lawyers involved, the video includes a narration of background information, discussion breaks introduced with questions and followed by analysis, and concluding thoughts.

The video can be used for many different pedagogical objectives, including ethical issues spotting, examination of the premises and limits of the adversarial system, examination of the lawyer-client relationship and the subtleties of issues of lawyer-client decision-making, analysis of the basic objectives of counseling, exploration of typical counseling problems, and for contrasting different approaches to counseling. For more information, or to purchase the video and teacher's manual (\$79.00) contact Professor Jack L. Sammons, School of Law, Mercer University, Macon, GA 31207; 912-752-2609. □

Immigration Clinic At GWU Fights To Stay Open

The George Washington University National Law Center's immigration law clinic is fighting to remain open according to an article in *The National Jurist* (August/September 1993).

The Clinic, which provides free legal aid to recent immigrants and illegal aliens, was slated for closing next year because of budget constraints, according to Eric Sirulnik, the Clinical Director.

Apparently the law school administration has told clinic officials that they can keep the clinic open if they raise enough money to find the annual budget of \$60,000. □

Midwest Clinical Teachers to Meet in Chicago in October

The Midwest Clinical Teachers Conference will be held at the Chicago-Kent College of Law on October 8 - 10, 1993. The Conference will examine the knowledge lawyers need before they undertake fully their roles as members of the legal profession. It will offer commentary on the "MacCrate Report," and in addition, will examine the kind of education law schools ought to provide, including reflective, live-client clinical education to educate law students to become highly competent, ethical, and socially responsible practitioners. The Conference will also offer a pre-program "For and About Women Clinicians."

Registration materials will be mailed

prior to September 1, 1993. If you have any questions, please contact Gary S. Laser at Chicago-Kent College of Law, (312) 906-5050. □

CLEA Announces Scheduling of 2 Day Training Event: Supervision Skills for Experienced Supervisors - Part I

CLEA is piloting a model 2 day training session for all faculty, whether or not they teach in a clinic, who, in the course of their work, critique student performance. The focus of the session will be the one to one relationship between supervisor and supervisee. Participants will be introduced to a model format for feedback (excellent for adaptation and improvisation), and given an introduction to adult learning theory. Using this theoretical framework we will work in small groups to practice these skills in a simulation based (role play) format. Participants will also have an opportunity to select, based on their own interest, one or two small group discussions. These small group offerings will include selected readings in learning theory, a discussion on theories of supervision and a discussion on what clinical legal education is and ought to be. There will also be time for informal interchanges. Because this is a pilot, feedback from participants will be actively solicited regarding modification of the design for future events.

This session will be of particular interest to two groups of clinicians - first, those who have been supervising for 1-4 years and would like an opportunity to test the theories of supervision which they are developing and second, those who have substantial experience who might like to become involved as one of a group of "core trainers" upon whom CLEA could call as these sessions continue to be offered - both to law schools and to the private bar. Although it is not essential, sending more than one participant from a law school helps to reinforce the learning from the event.

The design team includes Paula Galowitz, Liz Ryan Cole, Peggy Maisel, John DiPippa, Don Peteres, Jerry Wein, Sue Bryant, and Bob Seibel.

Supervision Skills will be offered

November 12 Friday) noon until November 14 (Sunday) at noon. We will meet in a comfortable residential setting near Albany, New York. Registration is \$160. We have arranged a complete room and board package for \$130 per day per person - 3 meals, all breaks, tips, etc. (a slight reduction is available if you share a room). If you need childcare in order to attend this session, we will make every effort to provide high quality, low cost childcare (the sooner we know, the better job we can do).

The overall design assumes 5 pilots, both to allow us to really incorporate feedback from participants and in order to allow people to attend a regional training close to their homes to minimize travel costs. If, however, the dates are good for you, please feel free to attend, no matter the part of the country where you work.

Questions? Want to work in the design? Want to sign up? Call Liz Ryan Cole or Eve Ermer at Vermont Law School (802) 763-8303 or Bob Seibel at Cornell (607) 255-4196. □

Clinical Theory Workshops Continue

The Clinical Theory Workshops, which began in 1985, have continued since last fall at New York Law School. The workshops, which are chaired by Steve Ellmann, offer a forum for clinical scholarship, and an opportunity for clinicians to read, respond to, and exchange ideas about each other's work. (They're also a chance for people to get together in the midst of hectic lives!) Clinicians from at least ten New York area law schools have been part of the workshop, with occasional (and welcome) visits from people teaching elsewhere as well. Last year's presenters were Abbe Smith ("Rosie O'Neill Goes to Law School: The Clinical Education of the Sensitive New Age Public Defender:"); Carrie Menkel-Meadow ("The Clinic as Social-Science Lab: What Mandatory Mediation Tells Us About Negotiation"); Carol Buckler, Rick Marisco and Larry Grosberg ("A Collaborative Effort at Creating a Multiple Use Simulation Problem (Sills v. Englar Pharmaceutical, Inc.)"); Richard

Sherwin ("LAW FRAMES: Historical Truth and Narrative Necessity in a Criminal Case"); Homer LaRue ("The Ethics of Disclosures by Arbitrators of Color: Have the Rules Changed?") and an ongoing survey research project growing out of this article); and Naomi Cahn ("Inconsistent Stories"). All clinicians (and others as well) are invited to attend; if you're interested in being added to the mailing list, please contact Steve Ellmann at New York Law School, 57 Worth Street, New York, NY 10013. □

FEATURES

Using Computers to Teach Drafting in the Classroom

by Marjorie Anne McDiarmid

One of the skills we teach in our civil practice clinic is legal drafting. Of course, students learn drafting skills as part of their client representation. No document--ranging from letters to clients through pleadings and briefs--emanates from our clinic which has not been subject to faculty critique. We use computers in this effort. Student drafts are prepared on our office machines and are presented to faculty in either printed form or on disk.

However, for purposes of this discussion, I want to focus not on the learning which takes place through individual case work, but rather on the drafting module which is part of our classroom curriculum. We teach an explicit segment on complaint drafting, both to focus on writing skills and to afford students practice in the legal analysis which underlies good drafting practice. To achieve these learning goals it is important that all students in the class be able to focus simultaneously on the details of language selection and on the choices which the drafter makes in ordering and organizing material so as to catch and hold the reader's sympathetic interest. The class needs to be able to see and appraise the actual words.

It would be possible to achieve this end simply by distributing pre-prepared examples in printed form. Those mate-

rials might be augmented by use of pre-printed overhead transparencies so that the teacher could effectively invite student attention to specific pieces of text. The drawback of this technique is that it cannot be truly interactive. If some student in the class proposes a good drafting solution to a particular problem, it cannot be incorporated into the document. If the teacher tries to simulate interactivity by doling out the document in small segments, he or she only invites the charge that he or she is hiding the ball and inviting the students to guess the "proper," predetermined answer.

By contrast, projection of a computer image generated by a word processing program and inviting the students to engage in a collaborative drafting effort permits true interactivity and is responsive to the ideas generated by the class. It is much truer to our clinical methodology. Below, I will describe the software and hardware necessary to use this technique. I will also provide a series of tips, garnered from long and painful experience in using this method.

Software

Any word processing program will, in theory, work in this effort. I would strongly suggest that you work with one that you have used extensively. Trying to find appropriate commands on an unfamiliar interface in a semi-darkened classroom while you are also trying to hold class attention is an invitation to disaster. Work with what you know.

Having said that, you will have far greater visibility if you use a program that displays text on the screen in the sizes that it will ultimately be printed. For written material to be visible from the back of even a small classroom it should be at least 18 point or almost twice as large as normal body type. The only way to achieve this effect satisfactorily is to use a word processor which displays scalable fonts and to set the body text to 18 point size.

The ability to display fonts to size is known as WYSIWYG (pronounced "Whizzy wig") which stands for What You See Is What You Get. All Windows and Macintosh word processors have this capacity. The graphics mode

of WordPerfect 6.0 for DOS has it as well. The price which you normally pay for these programs, slow performance on any but the zippiest machines, is less an issue during deliberate use in a drafting class. If you do not customarily use one of these products, I strongly urge you invest in one for teaching purposes. Use it enough so that its commands become second nature to you before you take it into the classroom.

Hardware

Until as recently as three years ago, there was no satisfactory, cost effective way of displaying the output of a computer on anything other than a conventional computer monitor. Specialized classrooms have had expensive and finicky projection devices generally requiring the care and feeding of technicians to function appropriately. Earlier generations of overhead projector based equipment tended to degrade rapidly during use. Specialized presentation units like the Video Show were not interactive.

Now there are two reasonably good, portable and reliable solutions to the projection problem. The older of these is the liquid crystal display or LCD screen. We are all familiar with liquid crystal output whether we know it by name or not. Digital watches, clocks and other display devices almost all use LCD. Screens on notebook computers are LCD as well. An LCD computer display panel contains the liquid crystal material between two sheets of glass. The unit is placed on top of a conventional overhead projector. The cable which normally attaches your computer to its monitor is instead attached to the panel. Output from the computer is fed to the panel and the light from the overhead passes through it to be displayed on a wall, movie screen or other reflective surface.

Units are now available which will take VGA output thus markedly improving clarity over previous versions. Current models are not as heat sensitive as was the case in the past, thereby extending presentation time. And many current models are now available with true color displays thereby making the output more interesting.

However, cost is a serious issue with

this technology. Black and white display panels are available for under \$1000, but to get a color display you will need to pay in excess of \$3000. You will also need a good overhead projector (one which is quiet, cool, throws a lot of light and focusses well). Finally, you will need a good reflective surface visible to your students.

A more recent technology offers a potentially cheaper solution. Assuming your clinic already has a satisfactory big screen video monitor, it is now possible to buy devices which will convert the computer's VGA signal to the television's NTSC input. With this device you can use your existing TV monitor to display your computer images. (The device I am using is called the "Presenter Plus" and is available from a number of mail order sources. Competing brands are emerging.) The cost of this device is approximately \$300. Because the signal generated by this device is a compromise from the true VGA output of your computer, you can expect some degradation in clarity. Follow the manufacturer's instructions to minimize distractions.

Tips

First, let me reiterate the advice in the software section above, use large point type. Blinding yourself and your students should be avoided.

Next, put portions of the drafting document on which you do not wish to focus (perhaps the caption, for example) into keyboard macros. Each word processor permits you to pre-record key strokes and then play them back by activating the pre-recorded file. Don't waste valuable class time typing in material from scratch about which you have nothing important to say. No matter how fast a typist you are, this is totally dead time.

Get someone else to do the typing if you can. It is very difficult to pay attention to the needs of a class while trying to enter text rapidly. One task invariably suffers. This is a good opportunity for team teachers to assist each other or permits you to integrate your clinic support staff more directly into the teaching function.

Finally, practice, practice, practice! Not only is that the way to Carnegie

Hall, but it is also the secret of any use of unfamiliar technology. It probably took you a while to learn not to talk to the blackboard during lectures. This stuff is considerably more treacherous. If the teaching payoff were not significant, even a technophile like me would not put up with the nuisance. However, that payoff is high and besides it keeps the students alert. In the words of one of my class evaluations: "nice use of nifty space-age gadgets." □

The Computer as Lawyer-Saving Device

by Marc Lauritsen, Senior Research Associate for Practice Technology, Harvard Law School

(This piece is a loose reconstruction of a talk that Marc gave to the Boston Computer Society Social Impact and Legal Interest Groups on December 5, 1990. (c)1991, 1993.)

Although the lawsuit thrives as a characteristic gesture of modernity, lawyers are not exactly the darlings of popular culture these days.

We read, for instance, about the prosecution in New York of a personal injury law firm that allegedly used shrunken rulers to exaggerate the size of photographed potholes in negligence suits against the City, and maintained a convenient stock of blank doctor's stationery. (New York Times, November 20, 1990, p. B1.) And lawyers are thoroughly implicated in the vogue of copyright litigation over look-and-feel, software patents, and other nefarious developments that many fear will choke the progress of technology.

The California-based Nolo Press carries a regular column of lawyer jokes. (Have you heard the one about the terrorists who threatened to release one lawyer every hour until their demands were met?) The viciousness of some of these jokes signals a deep resentment about the profession. One wonders whether a new category of lawyer jokes will emerge as these professionals stride into the Information Age. Legal technologist Richard Susskind tells of a British lawyer who made "hard copy" by putting his computer monitor face-

down on a Xerox machine.

My main purpose in this talk is to get you thinking about some possible social impacts of computers in the legal field. I chose my title offhandedly when I was first asked to speak, and was relieved to discover a fertile ambiguity in it as I began to put these notes together.

I see a number of distinct senses in which computers might perform "lawyer-saving" functions, corresponding to different meanings of the word "save." They fall roughly into two groups: those having to do with apparent benefit to the public, and those having to do with apparent benefit to the profession itself.

Saving the Public

Conservation. (Think of water-saving toilets.) You would hardly consider the nearly million American lawyers as representing a scarce commodity. There are almost as many in Chicago alone as in all of Canada. But in relation to the volume of potentially useful legal services, the coverage of present resources is actually quite thin. There is no shortage of need for legal expertise in our complex society. In fact, there is a practically inexhaustible market for reasonably priced, constructive, preventive, and remedial legal services. Making better use of our existing lawyers is one step toward serving that market. Computers can play a supporting role in several different modes of lawyer conservation:

□ One mode involves doing without lawyers -- saving in the sense of deliverance or liberation. The vision of lawyer-less clients achieving legal self-sufficiency through self-help reflects a Protestant spirit of accessing justice without an intervening priesthood. Electronic forms of information can be interactive and contextualized, thereby transcending the limitations of print-based materials. There has already been a proliferation of do-it-yourself computer systems for drafting wills, contracts, and similar legal instruments.

□ A variant on the self-help approach might be called the nurse-midwife model. Lay and para-professional advisors and advocates are finding their effectiveness and scope of operation

enhanced by greater utilization of information technology. (They are also facing counter-insurgent action from the organized bar, framing battles in which high minded rhetoric mixes with raw turf emotions.)

□ Another approach to lawyer-avoidance is represented by the preventive law movement, which seeks to reduce the incidence of problems needing legal attention in the first place. Once problems do arise, alternative dispute resolution techniques like mediation and arbitration offer more self-empowerment to the parties. Computers can help do "legal health checkups", serve as negotiation advisors, and anticipate problems in consumer contracts, prenuptial agreements, leases, and other documents.

Saving the Lawyer

Deposit. (Think bank accounts.) A cynical view of how computers may help save lawyers focusses on the new business they may stir up. Software-related intellectual property issues, questions about liability for injuries resulting from software defects, commercial disputes between computer vendors -- these are only a few of the areas in which litigation is likely to flourish.

Preservation. (Think pickled peppers.) Lawyers were among the first professions to make active use of computers as devices for storing and searching vast quantities of textual information, but only recently have they begun exploring mechanisms for storing higher forms of legal knowledge. Expert systems and other technologies emerging from artificial intelligence research are making it possible for lawyers to bottle up their "knowledge assets" for future use by themselves or others.

Salvation. (Think soul.) While the legal profession espouses a strong ethos of public service, actual pro bono contributions by lawyers fall far short of what society should reasonably expect. Knowledge-based legal systems can make it easier for lawyers to carry out their professional responsibility to assist those unable to afford legal services and to educate the community about legal matters. We can't expect lawyers

to suddenly become born-again altruists, but computer-based instructional and advisory systems may make their redemption easier.

Rescue. (Think drowning victims.) There are many actual and potential fates from which lawyers might wish to be saved. Tedium and boredom characterize some aspects of all kinds of law practice; some lawyers fear enslavement to mind-numbing routine. Computers offer the promise of achieving a higher percentage of interesting work by distilling out mechanical regularities handleable by machines. The apparently unmanageable complexity and information overload of most areas of practice can yield to technologies that help filter and digest that information. Concerns about malpractice through overspecialization, carelessness, or lack of organization similarly can be addressed through information systems.

The changing profession

Obsolescence or professional extinction (for example, by being priced out of the market) is perhaps the ultimate bad fate lawyers fear -- to the extent they concede its possibility. It is sobering to reflect on the historical disappearances of vocations and industries. Quill pen and buggy whip makers probably once felt quite secure in their work. (Interestingly, there's now a legal expert system shell called Scrivener.) Independent pharmacists have now largely been displaced by chains of franchised drug stores, using computerized prescription systems. Dentists have done such a good job in improving our oral health that they've almost put themselves out of business. Many think they would be happy if lawyers followed suit -- or faded away entirely, like the state was supposed to do under advanced communism. It doesn't seem far-fetched to assume that novel information technologies will play a central role in whatever fate the profession will face in the foreseeable future.

Lawyers may have to reconstruct themselves in terms of such core roles as dispute resolution specialists, institutional designers, and human systems architects. "Mere" informational, transactional, and documentary services

(as opposed to interactional services such as client counselling and trial advocacy) may eventually be handled by a sufficiently advanced technology. Metalawyering may emerge as a major career path as demand grows for legal information systems specialists and legal knowledge engineers. New delivery systems will need to respond to our changing technical demographics and the growth of paraprofessionalism.

The two "save sets" described above are not necessarily in tension. I personally take a reasonably optimistic view of the possibility of technology delivering us from a zero-sum game in the dialectic of lawyer and consumer. We should be seeing more of the electronic treatise, legal "information refineries," routine videoconferencing, special- and general-purpose consultative expert systems, document assembly engines, and a robust traffic of legal ideas and information among lawyers and non-lawyers alike over the high speed networks that will be ubiquitous in the latter part of this decade. Properly realized, all of these developments could contribute to substantially better legal services at significantly lower cost to a broader spectrum of clients.

Needless to say, there are problems, challenges, and obstacles in realizing the technological possibilities sketched here. Not least among these are lawyer ignorance and resistance. Work habits and attitudes are hard to change. Even though increasing numbers of lawyers are using computers, a surprising degree of technophobia still reigns in many quarters. To many attorneys, computers are a strange hybrid of manual typewriters and high energy physics: simultaneously beneath their dignity and above their understanding.

Some lawyers disparage computer-based systems as form book practice dressed up in new garb, which should be suppressed at all costs. Others are unwilling to adopt new billing strategies necessary to make such systems economically feasible. Another problem lies in designing quality software -- there are not enough good legal software engineers yet in existence. Marketing, delivery, support, and maintenance mechanisms are just now being

tested and understood. Some incompetent and unscrupulous vendors roam the land, souring enthusiasm for technology initiatives. Managing the potential liabilities of knowledge-based systems and allocating risks among author, publisher, user, and client is yet another conundrum.

The legal education system has a key role to play in these transitions. Information technology literacy needs to be seen as part of the basic education of a minimally competent lawyer. Law schools should offer advanced courses, special tracks, and post-graduate degrees in legal informatics. They should host and foster research, and weave computer-related subjects into their continuing legal education courses for the bar. On a more theoretical plane, the rigors of attempted knowledge engineering may force the legal academy to confront the cognitive realities of lawyer reasoning, and offer fresh challenges to the competing (yet overlapping) camps of legal realists, critical legal studies folks, feminists, clinicians, post-modernists, and law-and-economics devotees.

Conclusion

Most experts agree that we have just begun to unleash the power of information technology in the legal domain. Technology of course does not directly drive change: it mostly just remaps the landscape of possibilities, the curvature of social space, if you will. Computers offer the possibility of being a deeply humanizing force in law and society. (One of our slogans might be "automation for the sake of de-mechanization.") But there are counter-tendencies we ignore at our peril.

How long will it take the legal profession to absorb the new technologies? To move beyond automating what is and begin designing genuinely new modes of professional activity? If, as Timothy Leary said, "computers [were] the LSD of the '80s," might they be the LL.Bs of the '90s? What will lawyering look like in an age when roving knowbots browse through global information archives? When superconductivity, nanotechnology, and optical- and bio-computing have become common-

place? When cyberpunk cowboy jurists ride herd over virtual legal realities?

Law is going to look a lot different in the next century -- to both public and practitioner. Trying to say exactly how is like blowing smoke rings in a wind tunnel. We'll have to leave a lot of this up to the social seismologists, as they chart the tremors and probable epicenters of these shakeups. But there's one thing I'm reasonably sure of: in the not-too-distant future more than a few lawyers are going to be echoing the sentiments of John Astor, who, seated at the bar on the Titanic, supposedly quipped "I know I asked for ice, but this is ridiculous." The lifeboats in that scenario may well be made of silicon. Let's hope we have enough of them for all of us.

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Erratum

[I received the following letter after publication of the Newsletter in April - ed.]

Dear Sandy,

Greetings from the heartland. My copy of the Newsletter came in the mail today--another commendable job by the illustrious editor, as usual. [No, that's not why I'm re-printing the letter--read on -ed.] However, in perusing the column titled "Publications by Clinicians," I was a little startled to see my name. You gave me credit for an article on the admissibility of evidence in malpractice cases, 58 Brook. L. Rev. 75 (1992).

Unfortunately, I didn't write the article. I haven't checked, but I assume that the author is my namesake and nemesis, Paul D. Rheingold, a well-known lawyer in New York City whose practice on major tort cases takes him around the country. Although he and I have never met, every year or so we have to forward mail intended for the other, or we get regards from total strangers, etc.

I am always delighted to take credit for other people's work (at least if it's good work), but I thought as editor you should know of this minor erratum. I haven't a clue who picked up the cite, unless you noticed it yourself and thought you were doing me a favor. Thanks! This way my clinical colleagues will think that I am a productive scholar, even if I know better.

Best wishes,

/s/ Paul D. Reingold

[Mea culpa! Although some folks are kind enough to respond to my pleas for material, this mistake was totally mine - as are most, if not all, of the errors in the Newsletter. - ed.]

POSITIONS IN CLINICAL LEGAL EDUCATION

The American University, Washington College of Law, is interested in receiving applications for positions as visiting professors in our Clinical Programs for the upcoming academic year, 1994-95. We are particularly interested in candidates with demonstrated clinical teaching success, scholarly interest in clinical teaching, and considerable legal practice experience. The number of available positions will be subject to programmatic and budgetary considerations.

Inquiries should be transmitted as soon as possible. Please include a cover letter explaining your background and a resume. Please send them to Thomas O. Sargentich, Chair, Faculty Appointments Committee, c/o Office of the Dean, Washington College of Law, American University, 4400 Massachusetts Ave. N.W., Washington, D.C. 20016.

The University of Baltimore School of Law invites applications for the position of Director of Clinical Programs, a tenure-track position. Minimum qualifications include a J.D. degree, outstanding academic record, and five years experience as a lawyer or law teacher. A distinguished record of clinical teaching, scholarship and management experience is highly desirable. Candidates will have overall management responsibilities for the clinical programs as well as teaching responsibilities. Currently, the University of Baltimore offers the following clinical courses: appellate practice clinic, civil litigation clinic, criminal practice clinic, community legal education clinic, family law clinic, and internship program. Applications consisting of curriculum vitae and cover letter should be sent to: Professor Eric Schneider, Chair, Faculty Appointments Committee, University of Baltimore School of Law, 1420 N. Charles Street, Baltimore, MD 21201-5779.

The University of Baltimore School of Law has a visiting clinical assistance professor position in its Family Law Clinic for the spring 1994 semester. Responsibilities will include supervising student representation in a full range of family law cases with special emphasis on remedies for victims of domestic violence. In addition, candidates will participate in teaching the weekly clinic seminar. Minimum qualifications include an excellent academic record, four years experience as a lawyer, and admission to the Maryland bar. Preference will be given to candidates with prior teaching and supervisory experience in family law clinical programs. Applications consisting of curriculum vitae and cover letter should be sent to Professor Eric Schneider, Chair, Faculty Appointments Committee, University of Baltimore School of Law, 1420 N. Charles Street, Baltimore, MD 21201-5779.

The University of Baltimore School of Law seeks a half-time (20 hours/week) visiting clinical assistant professor in its Civil Litigation Clinic for the spring semester, January - June 1994. The visitor will supervise student supervision in civil cases and teach parts of the weekly clinic seminar. Cases could involve public benefits, landlord-tenant, consumer protection or another civil poverty law specialty area. Minimum qualifications include an excellent academic record, four years experience as a lawyer, and admission to the Maryland bar. Preference will be given to candidates with prior teaching and supervisory experience in law school clinical programs. Applications consisting of curriculum vitae and cover letter should be sent to Professor Eric Schneider, Chair, Faculty Appointments Committee, University of Baltimore School of Law, 1420 N. Charles Street, Baltimore, MD 21201-5779.

Brooklyn Law School may have two openings for full-time clinical faculty members to teach in a live-client program, beginning in the 1994 academic year. The subject matter of the clinic and the status of the appointments have

not yet been determined. It is expected, however, that both positions will be appointments with eligibility for a long-term contract and one may be on the clinical tenure track.

Expressions of interest from applicants with clinical teaching experience are invited. Letters of application with accompanying resumes should be sent to: Professor Stacy Caplow, Director of Clinical Legal Education, Brooklyn Law School, 250 Joralemon Street, Brooklyn, NY 11201.

Capital University Law and Graduate Center seeks an individual for a full-time, tenure-track faculty position in its clinical program. This person will be responsible for supervising students in the in-house, live-client clinic and for the management of the extern program. Additionally, this person will be asked to contribute to the ongoing dialogue about the further development of professional skills courses at the law school. Both litigation and professional skills teaching experience are preferred. Interested individuals should submit a letter of application and resume to Professor Roberta S. Mitchell, Chair, Faculty Appointments Committee, Capital University Law and Graduate Center, 665 South High Street, Columbus, OH 43215.

University of Dayton School of Law invites applications for tenure-track faculty positions to begin with the 1994-95 academic year. Two tenure-track positions teaching in the professional skills curriculum are open at this time. Applicants for these positions should have the ability and interest to teach in a wide variety of clinical and other professional skills courses, although initially one position will be in the school's Law Clinic, which represents live clients in civil cases, and the other position will be teaching Legal Profession, a sequence of three courses that introduces students to legal reasoning, research and writing, to the role of the lawyer and professional responsibility, and to a variety of lawyering skills, including interviewing, counseling, negotiation, and trial and appellate advocacy. Qualifications for these po-

sitions include a strong academic record, excellent legal writing skills, and a strong commitment to research and scholarship. Contact Professor Kelvin H. Dickinson, Chair, Faculty Recruitment and Development Committee, University of Dayton School of Law, 300 College Park, Dayton, Ohio 45469-1320.

Drake University Law School invites nominations and applications for the position of Executive Director of Clinical Programs, a twelve-month, tenure-track position, beginning in the 1993-94 academic year. The Executive Director's duties include the planning, development, implementation, evaluation and administration of all clinical programs, as well as teaching and student supervision. Nominations and applications (including a letter of interest, a complete CV, and the names and addresses of at least three references) should be sent to: Professor Neil D. Hamilton, Chair, Faculty Recruiting Committee, Drake University Law School, Des Moines, Iowa 50311.

Georgetown Law Center is accepting applications for Fellowships in its various clinical programs to begin in the fall of 1994. The Fellowships last two years and pay in excess of \$26,000 per year. At the end of the two years, a Fellow is awarded an LLM degree in Advocacy. We are accepting applications for Fellows to work with the Criminal Justice Clinic, Juvenile Justice Clinic, Center for Applied Legal Studies, the Harrison Institute's Tenant Advocacy and State Legislation Clinics, the Institute for Public Representation, the new Federal Legislation Clinic, and the Street Law High Schools Clinic.

Georgetown also administers the Women's Public Policy Fellowship Program. This is a one year Fellowship that does not lead to an LLM degree.

Recent graduates as well as those graduating in June, 1994 are invited to apply. Persons interested should apply directly to the clinical program in which they are interested. Applications are due in late fall.

For more information, contact Professor Wallace Mlyniec, Associate Dean

for Clinical Education, Georgetown University Law Center, 111 F Street, N.W., Washington, D.C. 20001. Area Code 202-662-9590.

Georgia State University College of Law invites applications for assistant and associate professors in any field of specialization (including Co-Director of Externships) to fill up to three positions for the 1994-95 academic year. Applicants for entry level positions must show promise as scholars and teachers. Other applicants must have experience in legal education with a proven record of teaching, scholarship, and service. Deadline for receiving nominations and applications is December 1, 1993. Contact: Ellen S. Podgor, Chair, Faculty Recruitment Committee, Georgia State University College of Law, P.O. Box 4037, Atlanta, GA 30302-4037.

The Hamline University School of Law has received tentative approval of a three-year grant from the United States Department of Education to expand its clinical education program by employing a third full-time practicing attorney/clinical educator in its in-house General Practice Clinic. The new clinical instructor will supervise and instruct students representing clients in the children's rights area.

Qualifications for this clinical instructor position include: 1) knowledge and practical experience in child advocacy law; 2) practical experience in addressing the legal needs of low income persons; 3) sensitivity to the cross-cultural aspects of lawyering; 4) demonstrated teaching and supervisory ability; 5) commitment to clinical education; 6) superior academic credentials; and 7) Minnesota Bar license; 8) demonstrated lawyering ability, including excellent writing skills. Subject to actual receipt of the grant award, the position will begin on or about October 1, 1993. The salary range is \$40,000 to \$55,000, negotiable depending upon background and experience. The Hamline University School of Law is an affirmative action, equal opportunity employer and especially encourages minorities and women to apply. Please send a cover letter, resume, and refer-

ences by August 2, 1993 to: Angela McCaffrey, Clinical Director, Hamline University School of Law, 1536 Hewitt Avenue, St. Paul, MN 55104.

Due to the short notice, we will begin considering applications on August 2. However, we will continue accepting applications until the position is filled. Please call Angela McCaffrey at (612) 641-2889 with any questions.

The University of California's Hastings College of the Law is recruiting for an assistant Clinical Professor of Law to begin either in January or July 1994. This recruitment is for a 12-month, tenure-track position in the Hastings Civil Justice Clinic, which is a new in-house, live-client clinical program that began last January. The Civil Justice Clinic provides law students with start-to-finish hearing and trial experiences in a limited number of cases under close faculty and clinical attorney supervision.

The Civil Justice Clinic is currently structured as a one-term program, where students receive 4 clinical credits and 4 academic course credits. As part of the Civil Justice Clinic, faculty engage in both classroom teaching and individual supervision of student casework. The current subject areas involve SSI disability and unemployment insurance administrative hearings and judicial trials of wage and hour claims brought by workers. Candidates need not have subject matter experience in these fields but must be willing to work on such cases.

It is anticipated that the structure and scope of the Civil Justice Clinic will evolve over time. Potential developments include additions or changes in specific subject areas, a component which emphasizes non-litigation lawyering skills, followup or second semester clinical course options, and a specially tailored summer program.

Hastings is located in the Civic Center area of San Francisco, which is adjacent to a low-income residential neighborhood. Civil Justice Clinic faculty have their offices at the Clinic, which is in a Hastings building within a block of the main classroom and administrative buildings. The clinical

facility has state-of-the-art computerization, individual student work stations, video equipment, interview and conference rooms, a small library, and a large seminar room.

Experience in clinical law teaching and supervision is helpful but not a prerequisite. Hastings is looking for candidates who have shown potential for excellence in clinical teaching, have demonstrated a commitment to public and professional service, and are interested in academic scholarship or comparable critical or policy reform activities.

Applicants should apply immediately by sending a resume or curriculum vita and a cover letter to Professor Brian Gray, Chair of the Faculty Appointments Committee, Hastings College of the Law, 200 McAllister Street, San Francisco, CA 94102. The Committee will be meeting in early September to begin screening applications for the position.

Indiana University School of Law - Indianapolis seeks applicants for the position of full-time clinical teacher in its Civil Practice Clinic. Clinic students, under direct supervision of clinical teachers, represent poor, elderly and disabled clients in housing, domestic, consumer, and public benefit cases. Duties include teaching students in classroom settings as well as during client representation. Applicants must have a minimum two years' practice experience and be capable of admission to the Indiana bar no later than spring of 1995; believe in equal access to justice and necessity of high standards of legal representation for all clients; value clinical legal education; and maintain high standards of professional responsibility. Send resume to: Marcia Combs, Human Resources Administration, Indiana University-Purdue University Indianapolis, 620 N. Union Dr., Indianapolis, IN 46202-5168.

The University of Maryland at Baltimore School of Law seeks candidates for a tenure-track position to begin in the fall semester of 1994. A strong academic background and the promise of scholarship are essential, as is suffi-

cient litigation experience to demonstrate the ability to supervise students with live client cases. The position will require the candidate to integrate theory in the classroom with the experience of actual representation. Background in clinical education, poverty or civil rights law, or lawyering process is desirable. Contact: Professor Richard Boldt, Chair, Appointments Committee, University of Maryland at Baltimore School of Law, 500 West Baltimore Street, Baltimore, MD 21201-1786.

The University of Pittsburgh School of Law has been awarded a three-year grant from the Department of Education for the creation of a new Health Law clinical initiative this Fall. The School of Law plans to hire two new Supervising Attorneys who will help design and implement several new Health Law clinical courses. A health law reform seminar will be offered, with a comparative health law component, through the cooperative efforts of both clinical and traditional law faculty with particular expertise in these areas. Clinical faculty will target cases in which denials of health care coverage most disadvantage underrepresented groups from accessing necessary medical services. Litigation skills classes and actual representation of clients will be combined with an interdisciplinary examination of health care policy and substantive legal issues. Appeals from the denial of health care benefits will be presented before administrative tribunals and in federal court. This exciting new clinical initiative will broaden the clinical course offerings currently available in the School's Child Abuse and Neglect Law Clinic and Elder Law Clinic.

The University of Southern California Law Center seeks to hire a clinical law teacher for this academic year. The new faculty member will teach primarily in the Law Center's Post-Conviction Justice Project. Currently, three faculty members teach in the Project and supervise students who mostly represent indigent federal inmates. Students and faculty in the Project appear before all levels of federal and state

courts and agencies. The Law Center has just received a three-year grant to hire a new faculty member and to expand the Project. With the help of the new faculty member, the Project will also represent women inmates in a nearby California State prison facility.

The new faculty member will be expected to devote the majority of his or her time to clinical teaching. She or he should have substantial litigation experience and a strong academic background. Prior teaching experience would be helpful, but is not required.

The new faculty member will be appointed to the Law Center's clinical (non-tenure) track as clinical assistant professor of law. The Law Center cannot guarantee that the appointment will extend past the term of the grant, although efforts will be made to continue the operation of the expanded Project.

Anyone interested should send a letter of interest and curriculum vitae to: Valerie Adair, Post-Conviction Justice Project, University of Southern California Law Center, University Park, Los Angeles, CA 90089-0071.

The University of Utah College of Law seeks a qualified person to teach primarily in the clinical area. This is a full-time, tenure-track position.

The College of Law sponsors three established Clinics: the Criminal, Civil and Judicial Clinics. Each Clinic now involves both placement in a local public/public interest law office or court chambers, and a related classroom component. The faculty members are responsible for teaching the related classroom components and for oversight of the placement(s). Only local placements are used, and each placement has a regular working relationship with the College of Law and the clinical faculty.

In addition, the College of Law has recently developed various seminars with substantive foci (Health Law, Environmental Law, Elder Law) which also include placement components.

The College of Law currently employs one full-time tenured faculty member who teaches primarily in the clinical area and serves as Clinical Program Director, and three tenured/ten-

ure-track faculty who offer seminars with clinical components.

A successful candidate should have a primary interest in the Criminal Clinic, the Judicial Clinic, or a substantively focused clinic. The faculty member should also expect to teach at least one substantive or skills-oriented course (e.g., Trial Advocacy). Applicants should have scholarship interests appropriate to a tenured faculty position. Applicants should have significant practice experience. Prior teaching experience or clinical teaching experience is preferred. A successful applicant will have administrative skills and be able to interact well with the practicing bar as well as students and colleagues.

Applications should be submitted to: Chair., Faculty Recruitment Committee, University of Utah, College of Law, Salt Lake City, UT 84112.

Washington University School of Law (St. Louis) is seeking to fill one tenured or tenure-track position or to hire 1-3 visitors for the 1994-95 academic year. Potential courses include live-client supervision, pretrial, trial, and ADR. Clinical teachers are fully integrated into the faculty and typically teach at least one non-clinical course each year. Faculty do not have clinical responsibilities between semesters or over the summer. The annual teaching load is 3 courses; one available option is to teach 2 courses per semester for 3 semesters and then take the fourth semester off for research and writing (in effect a sabbatical every other year).

The law school hopes to make an offer by mid-November; therefore, interested candidates should submit a résumé and a cover letter indicating primary teaching interests as soon as possible to: Professor Karen Tokarz, Director of Clinical Education, Washington University School of Law, Campus Box 1120, One Brookings Drive, St. Louis, MO 63130-4899.

All of the employers listed here are affirmative action/equal opportunity employers; women and minorities are especially encouraged to apply.

1994 ANNUAL MEETING SCHEDULE FOR CLINICAL SECTION EVENTS

Wednesday, January 5, 1994

6:00 to 8:00 p.m.

Section Reception and Open Meeting of Section Executive Committee

Thursday, January 6, 1994

9:00 to 10:45 a.m.

Panel: Legal Education and the Quest for Social Justice

Program Summary: Clinical and non-clinical panelists will discuss how to teach law in ways that relate to the needs of poor, oppressed, and underserved people and communities, and how to sensitize students to the importance of this kind of law practice.

Moderator: Leslie G. Espinoza, Boston College

Panelists: Nadine Taub, Rutgers

Robert A. Williams, Jr., University of Arizona

Stephen Wizner, Yale

10:45 to 12:15 p.m.

Focus Groups:

Program Summary: During this session, the plenary will break into several smaller "focus" groups to address the question: What are the social, political, and professional values we wish to teach?

Teaching about Social Justice through New Scholarship

Anthony Alfieri, University of Miami and Marie Ashe, Suffolk, group leaders

Using Popular Literature in Clinical Teaching

Nancy Cook, New Mexico

Teaching about Social Justice in the Criminal Clinic

Shanara Gilbert, CUNY, group leader

Using Popular Culture to teach about the Legal Profession and the Role of Lawyer

Charles Kindregan, Suffolk, group leader

Teaching about Social Justice in the Battered Women's Clinic

Catherine Klein, Catholic, group leader

Using Popular Culture in the Civil Clinic

Alan Minuskin, Boston College, group leader

12:15 to 2:00 p.m.

Lunch

2:00 to 5:00 p.m.

Panel: Using Popular Culture to Raise Social Justice Issues

Program Summary: Clinical and non-clinical teachers will demonstrate how to use film, television, and other media to raise questions about social justice, the lawyer as social hero, the client as decision-maker, and the "small case" as the "big case" in practice and teaching.

Moderator: Abbe Smith, Harvard

Panelists:

Michelle S. Jacobs, University of Florida

Charles J. Ogletree, Jr., Harvard

Rennard J. Strickland, University of Oklahoma

Lucie E. White, UCLA

5:00 to 6:00 p.m.

Section Business Meeting

Friday, January 7, 1994

9:00 a.m. to 12:00 p.m.

Section Committee Meetings (3 rooms)

**MAKE YOUR RESERVATIONS NOW FOR THE CLINICAL SECTION LUNCHEON AND
SECTION AWARD PRESENTATION AT THE ANNUAL MEETING IN ORLANDO**

MENU

Maryland Crab Soup

*Peppered Chilled Salmon Salad
Fillet of Grilled Peppered Salmon
served over Assorted Field Greens with Asparagus
Roasted Red and Yellow Pepper,
Croutons and Roasted Pumpkin Seeds
Dijon Vinaigrette Dressing*

*Chocolate Mousse Tort
With Raspberry Puree*

We need to give the hotel a guarantee, so we would appreciate hearing from you soon. If you want to reserve a place at the Luncheon, please send a check in the amount of \$20.00 (made payable to AALS) to Sandy Ogilvy, Columbus School of Law, The Catholic University of America, 620 Michigan Avenue, N.W., Washington, D.C. 20064